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ABSTRACT

This document is one of ten curriculum guides developed by the Nevada Competency-Based Adult High School Diploma (CBAHSD) Project. This curriculum guide on citizenship is divided into twelve topics. The topics included are How to Become a Citizen, Voter Registration, Political Parties, Nominations, Elections, Evaluating Issues, Public Opinion, Interest/Pressure Groups, Nevada Government, Nevada Politics, Nevada Taxes and Economy, and Local Governments. Competency statements and performance indicators are provided for each topic area. The performance indicators are designed to be used as pre- and post-tests. Answer keys are also provided. This set of curriculum guides is accompanied by both a teacher's guide and a student handbook. (BM)

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NEVADA COMPETENCY BASED
ADULT HIGH SCHOOL DIPLOMA PROJECT

CITIZENSHIP

U S DEPARTMENT OF HEALTH,
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CE 024 146

INTRODUCTION

These programs are designed to require more of the student than simple memory. The student must be able to compare and contrast, analyze, and evaluate the elements of citizenship, politics and events of history.

Students may receive a full credit of history or government for completion of each course. Depending on the program offered, a half credit may be given in either course. The recommendation on this would be to split government into government and citizenship, and to divide history into "pre-Civil War" and "post-Civil War".

Items for pre and post test are recommended; however, the instructor may use any or all items for testing or extra activities. Items not listed for pre and post tests may be used in a test capacity if the situation allows (i.e. group activities, reports).

All reports are to be neatly done, with sources listed. They are to thoroughly cover the assigned topic. Multiple-choice items ask for a defense of the answer. This can be done orally or in writing by adding detail and example to support the answer. The instructor should feel free to question the student on each item. It is not recommended that a multiple-choice test be used as the sole basis for competency. It should be accompanied by at least one other more comprehensive item.

This program is intended to be flexible. The test items can be selected for each student on an individual basis or given together to a group. The

student may be allowed to choose items in some cases to provide a variety of activities; charts, maps, essays, reports, field trips.

It will be up to the instructor, using the indicators and guidelines, to judge whether the student has achieved competency.

CITIZENSHIP TOPICS

1. How To Become A Citizen
2. Voter Registration
3. Political Parties
4. Nominations
5. Elections
6. Evaluating Issues
7. Public Opinion
8. Interest/Pressure Groups
9. Nevada Government
10. Nevada Politics
11. Nevada Taxes and Economy
12. Local Governments

CITIZENSHIP

How to Become A Citizen

C - 1

Pre-test: #4

Post-test: any two

The student will be able to define and apply four examples of "how to become a citizen," namely: Jus Soli, Jus Sanguinis, individual naturalization and collective naturalization.

PERFORMANCE INDICATORS:

1. Either orally or in writing, define each of the four examples of "how to become a citizen" listed above, and give an example of each.

2. Using the definitions of the four examples above on "how to become a citizen", write a fictional situation to illustrate each of the procedures.

3. Prepare a chart to illustrate the four different examples of "how to become a citizen" above, including a description and situation for each.

4. Matching: Place the letter answer of the citizenship term in the space indicated for the definitions and for the situatons. Each will be used once in each section.

   A - Jus Soli C - collective naturalization

   B - Jus Sanguinis D - individual naturalization

   Definition

   _____ 1. naturalization by terms of treaties, acts, or joint resolutions of Congress

   _____ 2. naturalization in court or by parents naturalization if under 16 years.

_____ 3. born under American jurisdiction

_____ 4. born beyond American jurisdiction to American parent or parents

Situation

_____ 5. child born in Iran to American father, Arab mother

_____ 6. Vietnamese immigrant qualifies for citizenship, naturalized in court

_____ 7. non-citizen American Indians naturalized by Act of Congress in 1924

_____ 8. child born in Guam to American parents

CITIZENSHIP

Voter Registration

C - 2

Pre-test: #2

Post-test: #2 and #3

The student will be able to list and apply the specific regulations for each of the eligibility requirements (age, citizenship, residency, and registration) needed to vote in the primary and general elections in this state.

PERFORMANCE INDICATORS:

1. Prepare a poster that could be used in a voter registration booth, illustrating all the eligibility requirements necessary for voting in the primary and general elections: age, citizenship, residency and registration.

2. Either orally or in writing, list the specific regulations for each of the eligibility requirements listed above.

3. Go to the courthouse and register to vote. If you find you are ineligible to vote, explain why either orally or in writing. Your explanation and/or receipt is your post-test.

4. Using a checklist of the eligibility requirements above, meet with one other student and check to see if he is eligible to vote. Explain orally or in writing why he is or is not eligible to vote.

CITIZENSHIP

Political Parties

The student will be able to describe the functions, idealogy, and organization of the major political parties today: Democrats, Republicans, and Third parties.

C - 3

Pre-test: #4 and #1
Post-test: #1

PERFORMANCE INDICATORS:

1. Fill in the following chart describing the functions, idealogy and organization of the major political parties today.

Party	Function What does it do?	Idealogy What are its goals?	Organization How is it organized?
Democrates			
Republicans			
Third parties			

2. Either orally or in writing, report on one of the major political parties. Include the functions of the party, its idealogy and organization. List your sources.

3. Visit the party headquarters of one of the parties in your state. Using interviews and literature available, describe what you learned including functions of the party, its idealogy and its organization. This may be done orally or in writing.

4. Circle all the correct responses in the items below. Orally discuss each item with your instructor adding details and examples.

1. Which of the following are functions of a political party?

a) writing the party platform
b) holding nominating caucuses and convention
c) lobbying
d) enforcing election laws
e) campaigning for party candidates
f) counting ballots
g) fund-raising

2. Which of the following are true of political parties?

a) consists of several levels of organization (decentralized)
b) has representation according to population
c) precinct is in the middle of the organization
d) concerned with nomination and election of candidates
e) headed by national central committee

3. The Democratic party traditionally has been which of the following?

a) Conservative
b) Liberal
c) in favor of a powerful federal government
d) in favor of a stronger state and local government

4. The Republican party traditionally has been which of the following?

a) Conservative
b) Liberal
c) in favor of a powerful federal government
d) in favor of a stronger state and local government

5. Which of the following are characteristics of third parties?

a) they provide other, new issues in a campaign
b) they influence major political party candidates
c) they promote their own candidates for office
d) they have not been important in American politics recently

CITIZENSHIP

Nominations

The student will be able to describe and evaluate the most common nomination procedures in the U.S. today: party caucus, party convention, direct primary (open and closed) and Presidential primary.

C - 4

Pre-test: #4 and #1
Post-test: #1 or #2

PERFORMANCE INDICATORS:

1. Orally or in writing, describe each of the nomination procedures used in the U.S. today: party caucus, party convention, direct primary (open and closed) and Presidential primary. Explain how each works and evaluate the advantages and disadvantages of each.

2. Set up and complete a chart that describes and evaluates the most common nomination procedures above. Topic headings should include how it works, advantages, and disadvantages.

3. Hold a class debate (discussion) that describes the advantages and disadvantages of each of the procedures above. These are all party activities so you might decide to act as the central committee of the party and hold the discussion/debate from that standpoint.

4. The following are characteristics of each of the above nomination procedures. Put the correct letter response in the space next to each characteristic. Write a brief evaluation of the advantages or disadvantages of each.

   a) party caucus
   b) party convention
   c) direct primary
   d) open primary
   e) closed primary
   f) Presidential primary

C - 4

_____ 1. preliminary election to nominate party candidate

_____ 2. voters can vote for candidate of any party

_____ 3. informal political meeting

_____ 4. voting for party candidates by members only

_____ 5. large formal party meeting

_____ 6. elect delegates, show preferred Presidential candidate

CITIZENSHIP

Elections

The student will be able to describe the basics of U.S. election procedures (types of ballots, polling locations and election administration) and analyze the electoral college system.

C - 5
Pre-test: #1
Post-test: #2 or #4

PERFORMANCE INDICATORS:

1. Either orally or in writing, answer the following questions:

   (1) What is a ballot? What is a sample ballot?

   (2) Who manages elections?

   (3) Where do you go to vote?

   (4) How does the electoral college system work?

2. Describe each of the following orally or in writing.

   (1) Long ballot
   (2) Short ballot
   (3) Sample ballot
   (4) Congress' powers in election administration
   (5) County Clerk
   (6) Electoral College
   (7) Polling Place

3. Invite an election official to speak to your class on the conduct and administration of elections. Write an essay on his talk, describing his job as part of the election process.

4. Write essays on the following topics:

   (1) Should the electoral college be replaced with direct election of the President. Why or why not?

   (2) Describe local election procedures and administration.

CITIZENSHIP

Evaluating Issues

The student will be able to define and evaluate a given issue as to (1) basic problem, (2) possible solutions, and (3) results of proposed solutions.

C - 6

Pre-test: #1 and #2
Post-test: #2 and #3

PERFORMANCE INDICATORS:

1. Fill in the chart below. Your instructor will give you a current issue to evaluate. Fill in the space to define the basic problem involved, possible solutions and results.

EVALUATION

The basic problem can be defined as:
Possible solutions to the problem are: (List at least two) 1. 2.
The probable results of each possible solution above would be:
My recommendation based on the evaluation above is:

2. Diagram a current issue using one basic problem and at least two possible solutions. The diagram should demonstrate the results of the proposed solutions. A suggested form would be:

Problem

I
Solution #1

I
Result #1

I
Solution #2

I
Result #2

3. Find a current issue that interests you and write a report that defines the problem, solutions and results. Evaluate each in your own judgement. If possible, you may want to attend a special meeting or rally held on the issue.

4. Prepare a debate on a current issue, each side preparing possible solutions and defending the outcome of their plan. Active participation and prior preparation are required for credit.

CITIZENSHIP

Public Opinion

The student will be able to explain the nature of public opinion and its relationship with (1) the media (2) the decision-making process (3) the polls.

C - 7

Pre-test: #4 and #1
Post-test: #1 and #2

PERFORMANCE INDICATORS:

1. Orally or in writing give a working explanation of what public opinion is and how it is related to the media, the decision-making process, and the polls.

2. Use a recent issue and report on how public opinion was influenced and measured. Suggestions would be: ERA, STOP-ERA, Gay Rights (Florida), Panama Canal Treaty, Proposition 13 (California).

3. Participate in a class discussion of the nature of public opinion and its relationship with the media, the decision-making process and polls. You must have questions and data prepared and fully participate in the discussions.

4. Put the correct letter answer in the space for each, then write a paragraph on each correct answer that adds detail and examples.

_____ 1. Public opinion can be defined as:

a) broad community interests
b) arguments for and against ballot questions.
c) the expression of attitudes about government and politics
d) any attempt to influence people to believe in certain ideas

_____ 2. Public opinion is most accurately measured by:

a) a "straw-vote"

b) polls
c) propaganda
d) b and c

_____ 3. The term mass media refers to:

a) television and radio
b) personal interaction with others
c) newspapers and magazines
d) a and b
e) a and c
f) all of the above

CITIZENSHIP

Interest/Pressure Groups

The student will be able to define and evaluate the purposes, activities, and membership of interest groups using the following as examples:

STOP-ERA Assoc.	Parent Teacher Assoc.	Sierra Club
Common Cause	National Organization for Women	The Public Citizen
Humane Society	National Easter Seal Society	National Rifle Assoc.
	League to Save Lake Tahoe	

C - 8

Pre-test: #4

Post-test: #1 or #2

PERFORMANCE INDICATORS:

1. Prepare a chart that demonstrates the purposes, activities, and membership of interest groups using at least four of the above as examples.

	Interest Group	Purpose	Activities	Membership
a				
b				
c				
d				

2. Visit two of the above groups and find out through interviews and available literature about their purposes, activities, and membership. Report your findings either orally or in writing. Turn in literature to your instructor.

3. Prepare and hold a class disucssion or debate defining and evaluating interest groups. Arguments should be prepared to defend and to criticize the purposes and activities of the different interest goups. Active participation and prior preparation are required for credit.

4. Complete the following sentences:

   1. An interest group can be defined as . . . .
   2. The purpose of an interest groups is to . . . .
   3. Activities of an interest group include . . . .
   4. Five examples of interest groups are . . . .

CITIZENSHIP

Nevada Government

The student will be able to describe and evaluate the organization and functions of the Executive, Legislative, and Judicial branches of the State of Nevada.

C - 9

Pre-test: #1 and #2
Post-test: #2 or #3

PERFORMANCE INDICATORS:

1. Put the correct letter response in each space for the following questions.

   A - Executive Branch B - Legislative Branch C - Judicial Branch

   (1) To which branch of Nevada government does each of the following offices belong?

   _____ 1. Gaming Commission
   _____ 2. District Courts
   _____ 3. Nevada Assembly
   _____ 4. Governor
   _____ 5. Secretary of State
   _____ 6. Nevada Supreme Court
   _____ 7. Speaker of the Assembly
   _____ 8. Nevada Senate
   _____ 9. Attorney General
   _____ 10. Chief Justice

   (2) To which of the branches of Nevada government does each of the following functions belong?

   _____ 11. interpreting the Nevada Constitution
   _____ 12. enforcing Nevada law
   _____ 13. settling legal disputes
   _____ 14. making laws for the state
   _____ 15. levying taxes in Nevada

2. Describe in writing or orally, the organization and functions of the Executive, Legislative, and Judicial Branches of Nevada State government.

3. Draw a diagram for use in class showing the organization of the state government and the functions of each branch or office. You can use box notes or notes at the bottom of the chart for explanation space.

4. Visit the capitol, a state office, or district court and observe your state government in action. Report orally on your fieldtrip, describing the office, and its day to day functions and role.

CITIZENSHIP

Nevada Politics

The student will be able to analyze the important elements of Nevada politics, namely (1) gaming industry (2) Freeport law (3) Northern interests vs. Southern interests and (4) percent of land under federal ownership.

C - 10

Pre-test: #1

Post-test: #1 and #2

PERFORMANCE INDICATORS:

1. Either orally or in writing, describe each of the elements of Nevada politics above and explain why it is important and how it influences life in Nevada.

2. Choose one of the above elements of Nevada politics and write a report on why it is important to politics here in Nevada. List your sources.

3. Prepare a map that demonstrates (1) where gaming is concentrated and why (2) where warehousing is concentrated and why (3) how the interests in the north and south are different (4) percent of land under federal ownership and approximately where located.

4. Hold a class discussion or debate on one of the following questions. Prior preparation and active participation are required for credit. (These could be done individually in report form.)

   a. expansion of the gaming industry into other states, (pros and cons, problems anticipated)

   b. for or against the Freeport law encouraging warehousing

   c. Should the Federal government control as much land as it does in Nevada? Advantages, disadvantages?

CITIZENSHIP

Nevada Taxes and Economy

C - 11

Pre-test: #4 and #1
Post-test: #1 and #3

The student will be able to explain and evaluate the laws and policies of taxation in Nevada.

PERFORMANCE INDICATORS:

1. Either orally or in writing, describe how the Nevada Legislature levies taxes and explain where tax money comes from and where it goes.

2. Construct a chart to demonstrate the Nevada legislatures use of taxation, including (1) type of taxes and (2) how levied.

3. Explain the levying of taxes by the Nevada legislature in light of the 1978 election questions #4 (inventory tax exemption) and #6 (property tax reduction.)

4. Fill in the correct response for each item.

   (1) The power to tax in Nevada belongs to _____ .

   (2) Nevada differs from most states in that it does not tax _____, _____, _____, or _____ .

   (3) The largest single source of income in Nevada comes from _____.

   (4) Property taxes are used locally to support _____.

CITIZENSHIP

Local Governments

The student will be able to name the forms of local government present in their area (county, city, school district, etc.)and list and analyze the functions of each, namely: management, policy setting, zoning, and revenue collection and appropriation.

C - 12

Pre-test: #1

Post-test: #1 and #4

PERFORMANCE INDICATORS:

1. Either orally or in writing, name the forms of local government present in your area and list and analyze the functions of each.

2. Prepare a diagram that illustrates one of the forms of local government present in our area. Use arrows and box notes to show how decisions are made and how policy is established.

3. Attend a meeting of one of the above forms of local government. Either orally or in writing, explain how the meeting either did or did not live up to its role and purpose. Contrast what actually happened with what is supposed to happen.

4. Find one of the forms of local government that particularly interests you and write a research report, analyzing the workings of that group as to functions listed above. You will find information in the newspaper, library or by attending a meeting of the group.

ANSWERS

C - 1

1) Jus Soli - citizenship by birth on American soil

Jus Sanguinis - citizenship by birth to at least one American parent

Individual Naturalization - citizenship through naturalization in the courts

Collective Naturalization - citizenship as a group, through treaty, or by acts or joint resolutions of Congress

2) Apply #1

3) Apply #1

4)

1.	C	5.	B
2.	D	6.	D
3.	A	7.	C
4.	B	8.	A

C - 2

1), 2), 3), and 4) - Apply answers below for all.

----Following are the qualifications for Washoe County, Nevada.

-Age - 18 years

-Citizenship - U.S. citizen; persons convicted of treason or a felony or dishonorably discharged from the military must have had their civil rights restored and must be mentally competent

-Residency - resident of Washoe County for 30 days and your precinct 10 days prior to the election

-Registration - must be done in person except for persons who are members of the Armed Services or U.S. Government employees living out of state. The important fact is that you must be <u>registered</u> to vote.

NOTE: Qualifications to vote can be obtained from the County Registrar of Voters.

ANSWERS

C - 3

1) Political parties - Function is to nominate and elect candidates to public office who will support their goals and interests. They offer candidates for election and define the major issues through their party platforms.

Organization - Political parties are decentralized in organization. There are several levels of organization, each with its own role in the party.

a) Precinct committee - Lowest level of organization. Organize local activities and help at elections.

b) Ward committee - Consists of two or more precincts, local activities.

c) City committee - Helps in campaigns and nominations of city officials.

d) County committee - Same as above except for county offices. Usually writes and distributes a county platform, dealing with county issues.

e) State committee - Chosen by lower committees, directs statewide party activities, platform and convention.

f) National committee - Composed of representatives from the other lower committees, concerned primarily with Presidential elections. Decides on dates and places for national conventions, chooses new national committeemen, writes national platform with ratification of convention.

Suggestion would be to obtain party platforms from party headquarters.

2) Report should cover the party chosen completely, including information above and information from platforms.

3) Student should show evidence of his visit and describe the

ANSWERS

functions, idealogy, and organization of the party.

4) 1. A, B, E, and G
2. A, D, and E
3. B and C
4. A and D
5. A, B, and C

C - 4

1) Party caucus - informal meeting to decide issues and nominate candidates attended by party leaders.

Party convention - large formal meeting of party members to decide issues and nominate candidates. Representative delegates sent from party levels.

Direct primary - intra-party election held to nominate the party's candidate.

Open primary - direct primary that allows voters to vote for candidates of any party.

Closed primary - primary in which voting for party candidates can be done by party members only.

Presidential primary - not really a primary - more of an election. Presidential primaries are held in 29 states and include the following procedures: 1) the party's voters elect at least some of the delegates to the national convention of their party and 2) the voters show a preference for one Presidential candidate, thus narrowing the field of candidates before the nominating conventions.

2) Apply above answers with advantages and disadvantages.

3) Information above must be included along with advantages and disadvantages.

4) 1--C, 2--D, 3--A, 4--E, 5--B, 6--F

ANSWERS

C - 5

1) Ballots - ballots are now paper ballots, and all states provide for a secret ballot. It is a listing of names and parties of candidates for election. The voter marks his ballot for the candidates of his choice. There are a variety of ballots in use in the U.S.: Australian Ballot, Party-column ballot, long and short ballot. A sample ballot is sent out to voters prior to the election so that they can make their choices before going to vote.

Polling locations - there is one polling place (location of voting) for each precinct. Local election officials draw precinct lines in such a way that it makes voting faster and easier for all voters.

Election administration - Congress has the Constitutional power to direct elections of members of Congress, setting dates, times and places. It also has the power to choose the time to elect presidential electors and control the manner in which the presidential election is held. Congress also has set laws regulating elections in order to avoid corruption of the voting process. Local elections are run primarily by state and local offices and local policy. Generally, the County Clerk's office is the one which sets and administers local elections policy. The County Registrar of Voters has additional information on local election procedure.

2) Apply above answers. Additional details available in government texts and from the County Clerk.

3) Essay should describe the official job.

4) Essay must include detail and example.

C - 6

1) - 4) There are many sources for current issues that are easily broken down into the categories asked for in the competency. The newspaper often has analysis stories or editorials relating to a current issue.

Also, any of the major news magazines present good, concise stories on current problems. The instructor should find one good example and prepare it according to the assignments; this could then be used as a sample for the student

C - 7

1) Public Opinion - can be defined as the expression of attitudes about government and politics. "Public" in this sense means several different groups or publics, who generally agree on some particular issue of public or governmental interest. There are three other key issues here - 1) an opinion should be an informed decision about an issue, 2) that opinion must be expressed in some way, and 3) the opinion must be about something of public interest - government policy or public policy.

Media influence - there is a two-way relationship here. The media influences public opinion by its comments on issues, and public opinion influences the media by its comments for and against what the media is doing and saying.

Decision-making process - public opinion influences decision-making at all levels because it is expressed to the public officials, through the media, editorials, letters to officials, lobbying, meeting attendance, rallies, etc. Public officials need this feedback to keep them informed on how "their" public feels about certain issues.

Polls - public opinion is generally measured by polls. There are other means, but they are not as scientific and accurate as polls. A poll is based on scientific sampling and clearly written questions in order to get an honest and accurate poll.

2) Instructor will help a student select an issue and follow through with a report.

ANSWERS

3) Preparation and participation required.

4) 1. C 2. B 3. E

C - 8

1) Interest/Pressure Groups - purpose is to influence decision-making (public officials) on certain issues important to their group. They are organized in a highly centralized manner, having a central group with local chapters or group under this. Activities vary with the group, from public relation activities, media use, meetings, rallies, campaigns, etc. Memberships are organized and are based on common interest. There are many examples of interest groups other than those listed here, a long list is published in the World Almanac, just for interest. Information on the groups listed or any others can be obtained by writing the group or visiting a local chapter if there is one.

2) Student must turn in literature and report on the purposes, activities and membership of the groups they visited.

3) Preparation and participation required.

4) 1. . . . . an organized group of people working toward a common goal.

2. . . . . influence decision-making at all levels of government.

3. . . . . meetings, media use, rallies, advertising, lobbying.

4. . . . . see Almanac or government text.

C - 9

See The Nevada Constitution: Origin & Growth, by Eleanor Bushnell.

1)

1. A	4. A	7. B	10. C	13. C
2. C	5. A	8. B	11. C	14. B
3. B	6. C	9. A	12. A	15. B

ANSWERS

2), 3), and 4) Generally, the state government is set up like the federal government—there are three equal branches all set up in a like manner to their counterparts at the federal level. Functions are the same: Executive branch enforces state law, Legislative branch makes state laws, and Judicial department interprets state laws, and controls state courts.

C - 10

1) Gaming industry - This industry is unique in that it provides considerable revenue to the state in the way of taxes paid by gaming business and hotels. It is also important in that it creates unique law enforcement and corruption problems, all that have to be dealt with on a state level.

Freeport law - amendments to the taxation procedure in the Nevada Constitution added the "free port" clause, which removes taxes from goods stored in warehouses in Nevada awaiting shipment out of the state. Encourages warehousing, a relatively problem-free industry (no pollution problems.)

North-South split - traditional disputes over state control and public offices between the North and South. Frequent struggles over appropriations.

Federal Land - Nevada has a large percent of land under federal ownership and control. This has presented problems in the past due to lack of tax revenues from this land, and questions of federal control.

2) Report should completely cover the topic chosen.

3) Map should demonstrate information above.

4) Arguments must be well-prepared and include detail and examples.

ANSWERS

C - 11

1) Nevada is very different from most states in that we do not tax 1) personal income, 2) corporate income, 3) inheritance money, and 4) estates. Tax revenue is primarily from sales tax, gasoline tax, property taxes, and gaming taxes. The single largest source of income is from the gaming tax, with sales tax second. These revenues go to fund the workings of state government, law enforcement, education, state programs, highway and road development, etc.

2) See The Nevada Constitution: Origin and Growth, by Elenor Bushnell
Also see Neon and Sagebrush, by Elenor Bushnell

3) See recent newspaper analysis for sources. Instructor will need to help student find information.

4) (1) Nevada legislature
(2) personal income, corporate income, inheritance money, estates
(3) gaming tax
(4) education

C - 12

Government texts available have a concise chapter on local government in general. See The Nevada Constitution by Eleanore Bushnell, University of Nevada Press, 1977.

1) Students must name the important forms of local government present in their area and discuss the function listed in the teacher addition.

2) Same as #1

3) Student should explain how the meeting was similar or dissimilar to the information presented in the texts.

4) The research report should be thorough, analyzing the function of the groups.